

Snow Canyon High School 1385 North Lava Flow Drive St. George, Utah 84770

February 19-20, 2008





Utah State Office of Education 250 East 500 South P.O. Box 144200 Salt Lake City, Utah 84114-4200

THE REPORT OF THE VISITING TEAM REVIEWING

Snow Canyon High School 1385 North Lava Flow Drive St. George, UT 84770

February 19-20,2008

UTAH STATE OFFICE OF EDUCATION

Patti Harrington, Ed.D.
State Superintendent of Public Instruction

DIVISION OF STUDENT ACHIEVEMENT AND SCHOOL SUCCESS

Brenda Hales, Associate Superintendent

Lynne Greenwood, Director Curriculum and Instruction

Georgia Loutensock, Accreditation Specialist Curriculum and Instruction

Salt Lake City, Utah

TABLE OF CONTENTS

Foreword	ii
Utah State Board of Education	iii
Washington County School District Board of Education and District Administration	1
Snow Canyon High School Administration and Staff	2
Snow Canyon High School Mission Statement, Belief Statements, and DRSLs	4
Members of the Visiting Team	6
Visiting Team Report	7
Chapter 1: School Profile	7
Suggested Areas for Further Inquiry	8
Chapter 2: Northwest Association of Accredited Schools (NAAS)	
Teaching and Learning Standards	8
Mission, Beliefs and Desired Results for Student Learning (DRSLs)	8
Curriculum	9
Instruction	10
Assessment	11
Chapter 3: NAAS Support Standards	13
Leadership and Organization	13
School Services	14
Facilities and Finances	14
Chapter 4: NAAS School Improvement Standard	15
Chapter 5: Community Building	17
Chapter 6: Major Commendations and Recommendations of the Visiting Team	

FOREWORD

The major purpose of the accreditation process is to stimulate school growth and improvement so as to increase student achievement.

In these efforts, the school staff makes a comprehensive evaluation of the school's programs, operations, and results. The school determines how actual practices align to stated objectives and resulting outcomes. It is a three-phased evaluation: (1) self-evaluation, (2) on-site evaluation by an external team of educators, and (3) implementation using units of the evaluation to improve the school by effecting thoughtful change.

The evaluation, February 19-20, 2008, was conducted because of the school's desire to ensure quality education for all students in the school, and to increase student achievement.

The entire staff of Snow Canyon High School is commended for the time and effort devoted to studying and evaluating the various facets of the total program and to preparing the materials used by the Visiting Team. The excellent leadership given by Principal Warren Brooks is also commended.

The staff and administration are congratulated for their desire for excellence at Snow Canyon High School, and also for the professional attitude of all members of the group, which made it possible for them to see areas of weakness and strength and to suggest procedures for bringing about improvements.

While these recommendations may be used to solicit financial support to acquire some of the materials, equipment, and services needed to carry out a more effective program, it is even more important that the faculty and administration utilize them as they continue to evaluate and modify course offerings and administrative and classroom procedures to more dramatically increase student achievement at Snow Canyon High School.

Patti Harrington, Ed.D. State Superintendent of Public Instruction

UTAH STATE BOARD OF EDUCATION

250 East 500 South P. O. Box 144200 Salt Lake City, UT 84114-4200

District 1

Teresa L. Theurer 33 Canterbury Ln Logan, UT 84321 Phone: (435) 753-0740

District 2

Greg W. Haws 5841 West 4600 South Hooper, UT 84315 Phone: (801) 985-7980

District 3

Richard Moss 3514 E Fairway Cir Spanish Fork, UT 84660 Phone: (801) 787-1676

District 4

Richard Sadler 875 Edgewood Dr. Ogden, UT 84403 Phone: (801) 479-7988

District 5

Kim R. Burningham 932 Canyon Crest Drive Bountiful, UT 84010 Phone: (801) 292-9261

Josh M. Reid*

201 S Main St. Ste 1800 Salt Lake City, UT 84111 Phone: (801) 536-6787

Patti Harrington

Executive Officer

District 6

Michael G. Jensen 4139 S Aubrey Ln West Valley City, UT 84128 Phone: (801) 968-5960

District 7

Randall A. Mackey 1172 East 100 South Salt Lake City, UT 84102 Phone: (801) 582-4237

District 8

Janet A. Cannon 5256 Holladay Blvd. Salt Lake City, UT 84117 Phone: (801) 272-3516

District 9

Denis R. Morrill 6024 South 2200 West Taylorsville, UT 84118 Phone: (801) 969-2334

District 10

Laurel Brown 5311 South Lucky Clover Ln Murray, UT 84123 Phone: (801) 261-4221

Rosanita Cespedes*

1470 S 400 E Salt Lake City, UT 84115 Phone: (801) 466-7371

Twila B. Affleck

Secretary

*Board of Regents Appointments

** CMAC Representative Appointment

District 11

Bill Colbert 14866 Village Vista Dr. Draper, UT 84020 Phone: (801) 572-1608

District 12

Mark Cluff 645 West Hubbard Cir Alpine, UT 84004 Phone: (801) 756-7623

District 13

Thomas Gregory 1037 S 290 W #D Provo, UT 84601 Phone: (801)607-4702

District 14

Dixie Allen 218 West 5250 North Vernal, UT 84078 Phone: (435) 789-0534

District 15

Debra G. Roberts Box 1780 Beaver, UT 84713 Phone: (435) 438-5843

Cyndee Miya**

1833 Ridge Road Layton, UT 84040 Phone: (801)546-4830

7/25/2007

WASHINGTON COUNTY SCHOOL DISTRICT

BOARD OF EDUCATION

Wes Christiansen	President
Kelly Blake	Vice President
Travis Christiansen	Member
Craig Seegmiller	Member
Laura Hesson	
Carole Morris	Member
Wendell Gubler	Member

DISTRICT ADMINISTRATION

Superintendent
Assistant Supt., Secondary Education
Assistant Supt., Elementary Education
Director of Student Assessment & Student Services
Director, Curriculum & Professional Development
Business Administrator
Director of Special Education
Director of CTE and Foundation
Director of Human Resources
Director of Technology

SNOW CANYON HIGH SCHOOL

ADMINISTRATION AND STAFF

School Administration

Paul Hurt	Assistant	Assistant Principal		
	Counseling			
Denise WallmannRichelle Nelson	C	Counselor Counselor		
Support Staff				
Julie Fielding		ecretary/Accounts Payable		
Faculty				
JJ Abernathy John Baggaley Gordon Barben Shelli Barnum Gerg Bartholomew	Aimee Beck Starla Beine Courtney Booth James Brown Casey Bundy	Shane Christensen Deric Despain Carl Franke Dustion Gough Jay Graft		

Joe Gubler **Bob Lancaster** Leslie Paterson Jeff Layne Rob Reim Ron Hansen Rod Linford Carol Hatcher Emma Roberts Rod Hunt Lenore Madden Becky Scano Reed Secrist Wade Jensen Heidi Malan Mindi Matheson Rick Secrist Danielle Johnson Bill Jones Dave Mathews Bruce Shaheen Kyle Jones Kristy Miller Shareene Strem Charlie Kerr Rick Morwood Bryan Vandenberghe **Delsy Nielson** Wane Kittrell Rob Ward

Colleen Oberhansley Kim Whitman Paul Kreyling Kenny Kunde Alaina Parker Jason Wilson

SNOW CANYON HIGH SCHOOL

MISSION STATEMENT

To establish a collaborative learning community in which students acquire the essential knowledge, skills, and character to become independent life-long learners and contributors to their world community.

BELIEF STATEMENTS

- We believe every student can learn.
- We believe student learning is the primary focus of all decisions impacting the work of the school.
- We believe students have unique learning styles that require a variety of instructional approaches.
- We believe a variety of assessments should be used to measure student knowledge, skills, and achievement.
- We believe our curriculum based on the state core and collaboration among Professional Learning Communities promotes quality teaching.
- We believe a positive learning environment is crucial to students' success.
- We believe a student's education is enhanced by positive relationships and extracurricular activities within a system of academic and emotional support.
- We believe a commitment to continuous improvement and self-reflection for teachers and students is imperative.
- We believe students, teachers, parents, and community have a collective responsibility for creating excellence in the students' education.

DESIRED RESULTS FOR STUDENT LEARNING (DRSLs)

A Snow Canyon High School student will be:

- 1. A **CRITICAL THINKER**, capable of applying academic skills toward becoming a life-long learner and problem-solver.
- 2. A **SOCIALLY RESPONSIBLE PERSON** who demonstrates absolute accountability and integrity.

- 3. An **EFFECTIVE COMMUNICATOR**, who actively listens, respects and appreciates the diversity of others, and expresses thoughts and ideas with clarity and purpose.
- 4. A **PRODUCTIVE CITIZEN** who demonstrates a strong work ethic, effectively adapting to an evolving global workplace.

Date of visit: February 19-20, 2008

MEMBERS OF THE VISITING TEAM

Catherine Jensen, Sunset Ridge Middle School, Jordan School District, Visiting Team Chairperson

Jill Shirts, Canyon View High School, Iron County

Troy Wakley, Ogden High School, Ogden School District

Nancy Peebles, Bonneville High School, Ogden School District

Beverly Stout, Jordan School District

Jan Hansen, Jordan High School, Jordan School District

VISITING TEAM REPORT

SNOW CANYON HIGH SCHOOL

CHAPTER 1: SCHOOL PROFILE

Snow Canyon High School is located in St. George, Utah in the Washington County School District. The school opened in 1994 to serve the growing student population in Santa Clara and Ivins. Socioeconomically, the school has a healthy, heterogeneous mix, which ranges from lower-middle to upper-middle income. About 10 percent of the student body qualifies for fee waivers based on household income. Ethnically, there is a 16 percent minority population. This percentage is gradually increasing.

a) What significant findings were revealed by the school's analysis of its profile?

CRT data is reported in the self-study for the past three years. Progress is difficult to track due to changes in individual tests and cut scores. No district or state comparisons are reported on these tests. UBSCT results are reported in the profile. These are quite static in all subject areas over the past four years. Results on the ACT indicate performance near the state average for 2007 and above the district average for the same year. The two prior years were below both the state and district averages. AP data indicates a large increase in enrollment with a slight increase in passing scores. A comprehensive survey was administered to students, parents and staff. Staff members rated the school consistently higher than either of the other two groups. The survey results show that the stakeholders generally approve of the way Snow Canyon High School is performing. All stakeholders, however, report an inappropriate emphasis on sports rather than academics.

b) What modifications to the school profile should the school consider for the future?

The Visiting Team recommends that Snow Canyon High School continue to develop its system of data collection to provide for comparisons with other similarly situated schools in the district and state. The school profile should be able to answer questions about who is and is not learning. Interventions can then be developed to ensure learning as the constant with time and support the variables.

c) To what extent does the school's self-study accurately reflect the school's current strengths and limitations?

The school's self-study accurately reflects the school's current performance on standardized tests, survey of educational quality, attendance, enrollment and ethnicity. In most cases, this data is reported for the past three years.

Suggested Areas for Further Inquiry:

- The Visiting Team suggests data collection on participation in and effectiveness of interventions. Discipline data may be included in this.
- The Visiting Team suggests data collection focusing on participation in extracurricular programs and their impact on academic performance.
- The team also suggests that Snow Canyon refine the data collection process to show trends and comparisons and, most importantly, reveal who is learning and who is not learning.

CHAPTER 2: NORTHWEST ASSOCIATION OF ACCREDITED SCHOOLS (NAAS) TEACHING AND LEARNING STANDARDS

Mission, Beliefs and Desired Results for Student Learning (DRSLs):

- a) To what degree were the school's mission statement, beliefs, and DRSLs developed and/or revised collaboratively by the school community to define a compelling purpose and vision for the school and to support student achievement?
 - The Visiting Team commends the school for its efforts to collaboratively revise the school's mission statement, beliefs, and DRSLs since the last visit. The school community has defined a compelling purpose and vision for the school. The Visiting Team recommends that the school continue to include all stakeholder groups in the self-study process. The school has committed to refining the implementation of the DRSLs with assessment rubrics. This work must be continual and reflect appropriate progress by the next visit.
- b) To what extent do the school's mission and beliefs align to support the school's DRSLs?
 - The school's mission and beliefs are well aligned to support the school's DRSLs. Care should be taken to maintain the emphasis on student performance on curriculum standards and DRSLs, and not merely on implementation of programs.
- c) Describe the indicators (measures) that have been developed to assess the school's progress in assessing the DRSLs.

The school's DRSLs have been revised since the last visit. A preliminary set of indicators has been developed. Most departments have begun to link their individual Power Standards to each of the DRSLs. The school has indicated a commitment to developing formal assessments and tracking data for each of the DRSLs. This work must continue.

d) To what extent do the school's mission, beliefs, and DRSLs guide the procedures, policies and decisions of the school, and appear evident in the culture of the school?

The mission, beliefs and DRSLs are beginning to guide the procedures, polices and decisions of the school. Much progress has been made in this area since the last full visit. Teachers are receptive to the idea of life skills as an integral part of each curriculum. The school is guided by a common purpose, which has created a very positive school climate.

Curriculum:

a) To what extent does the staff work collaboratively to ensure the curriculum is based on clearly defined standards, the Utah Core Curriculum, reflecting the Utah Life Skills: A Guide to Knowledge, Skills, and Dispositions for Success?

Standards for learning are clearly defined through the use of the Power Standards as defined by each department. Snow Canyon High School tries to adhere to the standards outlined by the USOE. The curriculum reflects worthwhile expectations for student learning. Essential knowledge and skills are identified through the use of the Utah Life Skills document. The development of the curriculum is focused on supporting students to excel in their learning.

b) To what extent does the curriculum engage **all** students in inquiry, problem-solving, and higher-order thinking skills?

The Visiting Team commends Snow Canyon High School for its efforts to engage all students. The diverse learning needs of students are addressed through collaboration of the general education teachers and the Special Education Department, as well as through AP classes, and concurrent enrollment. Other programs are in place for remediation. Students have additional opportunities to explore applications of their learning through cross-curricular activities and organizations.

c) To what extent does the teaching staff work collaboratively to support the development of a curriculum that focuses on the school's DRSLs?

Ongoing support is provided for the effective use of research-based instructional practices in implementing the curriculum through staff development programs.

Snow Canyon is working with the model of Professional Learning Communities (PLC). Through the PLCs the teachers have learned to use the Six Traits of Writing to enable them to teach "Effective Communication" skills. Currently, the teachers are receiving inservice on Understanding by Design.

The school exhibits a great amount of collaboration. Each department has developed indicators, rubrics, and goals for improvement. The work has been extensive, and the teachers have shown they are in the process of cross-curricular collaboration. The curriculum plan is focused on the alignment of teaching strategies, instructional support, and resources of student learning with the curriculum. Evidence exists to show the school's commitment to relevant and challenging curriculum.

Next steps are to infuse the DRSLs into the curriculum with expected levels of performance and methods of assessing and tracking progress.

d) How does the staff use assessments to drive curriculum to ensure that **all** students can reach the intended learning outcomes?

There is an ongoing process in place for evaluating the curriculum. The curriculum is evaluated based on the extent to which it supports students' achievement of their goals for their learning. Student performance data is used to evaluate the curriculum. For example, the Math Department is giving mastery tests to determine the level of math needed for proficiency. This will help in determining the level of math a student should register for the following year. English classes are giving tests to determine reading abilities that in the future will be used in all classrooms.

The curriculum is updated and modified as needed.

Instruction:

a) To what extent do teachers use a variety of instructional strategies to enhance student learning?

The Visiting Team observed a wide variety of instructional strategies across curricular areas. In addition to direct instruction, the team saw teachers modeling processes, facilitating independent student work, overseeing lab exercises, using interactive white boards, facilitating student collaborative learning activities, and using a DVD-based quiz game for review. Students were also working independently on worksheets, giving oral presentations, and demonstrating learning with the help of sophisticated technological tools.

b) To what extent have the school and the staff developed strategies for instruction that build the capacity for explicitly teaching the identified DRSL in every classroom?

The school mission and DRSLs are displayed in every class setting, as well as in the media center and main hallways. Several teachers were observed beginning class with a discussion surrounding DRSLs that directly applied to the objective for the day. In addition, a teacher asked students what DRSL applied to a learning activity.

c) To what extent is the school's professional development program guided by identified instructional needs, and how does it provide opportunities for teachers to develop and improve their instructional strategies that support student learning?

This school's professional development collaboration meetings focus on developing and sharing instructional strategies to improve student learning through Professional Learning Communities. Further, the faculty is moving toward proficiency in Understanding by Design.

d) To what extent are teachers proficient in their content area, knowledgeable about current research on effective instructional approaches, and reflective on their own practices?

Overall, teachers are proficient in their content, with over half holding master's degrees. Most use effective, research-based instructional approaches, and all have been reflective on their own practices throughout the collaboration process.

e) To what extent does the school effectively implement a well-defined plan for the integration of technology into its curriculum, instruction, and assessments?

Every classroom has a data projector, providing the opportunity for involvement in Internet-based activities, as well as electronic teacher and student presentations. The school also has several computer labs, including one in the library, providing ample opportunity for integrating technology into individual student learning.

Assessment:

a) To what extent has the staff developed classroom or school-wide assessments with performance standards based on clearly articulated expectations for student achievement?

Each department has created Power Standards that include topic Indicators (Benchmarks) with an assessment schedule per term according to its objective. Departments have access to all departments' Power Standards via the school's

common Internet folders. Several departments have created academic assessments that address the department's specific curriculum. The Six Traits of Writing are inconsistently used school-wide to reinforce and assess positive writing skills. Reflection activities and writing assignments are used through out the school. Grading rubrics have been developed in most departments shifting from traditional grading to quality and consistent assessment. Assessment covers most of the essential knowledge and skills to be assessed.

b) To what extent does the school have a process to fairly and equitably assess school-wide and individual progress in achieving academic expectations?

A number of assessments are used throughout the school: performance-based, individual pencil/paper, group discussion pencil/paper, and student and cooperative team projects. Many tests may be retaken for mastery, with opportunity for review and discussions before retaking tests. Assessments are reviewed on an ongoing basis to determine any sources of mismatch between teaching and learning. Parents report that assessments of student learning and grading practices are fair. Sources of bias or distortion that would interfere with the accuracy of results are eliminated.

c) To what extent does the professional staff use data to assess the success of the school in achieving its academic expectations?

Discussions with teachers and staff indicate that expectations for student achievement and performance standards are not fully developed, but that they are working on better data analysis and continuation of improving class instruction to address data weaknesses and strengths.

d) To what extent does the school's professional development program allow for opportunities for teachers to collaborate in developing a broad range of student assessment strategies?

Teachers have a set meeting twice a month to formally collaborate with other team members. District meetings annually are attended by staff. They also meet informally frequently via emails, lunch time, and informal "hall talks" as the need arises. Many teachers must meet with other teachers within the district on personal time due to many factors, such as being the only topic teacher at the school. Teachers are dedicated to professional development process currently at the school. Most assessments are directly linked to specific instructional uses that promote students' achievement and continuous improvement of their learning.

e) To what extent is there organizational agreement on the use of a school-wide scoring tool to assess the identified DRSL?

The school has listed indicators, but has not developed a school-wide scoring tool to assess the identified DRSL.

CHAPTER 3: NAAS SUPPORT STANDARDS

Leadership and Organization:

a) To what extent does the school leadership promote quality instruction by fostering an academic learning climate that actively supports teaching and learning?

Through its commitment to the Professional Learning Communities model, the school is well on the way to an academic learning climate that actively supports teaching and learning. The leadership expects the staff to work collaboratively to ensure students are gaining the knowledge and skills they will need as they leave Snow Canyon High School. Teachers are breaking out of the traditional high school model of isolated teaching and are working together. The majority of teachers recognize the value of collaboration and are excited about the progress the school is making.

b) To what extent does the school leadership employ effective decision making that is data-driven, research-based, and collaborative to monitor progress in student achievement and instructional effectiveness?

The school leadership is committed to making decisions that are data-driven, research-based and collaborative. Professional development has centered on the PLC model, which focuses on student achievement based on data collection and instructional effectiveness. The data collection process is still being developed. The school has a designated "data-miner" who will be responsible for developing a collection and distribution system. This must include a system of formative data rather than waiting for the end-of-course exams to describe the "cause of death." Common formative assessments can provide a "diagnosis" and possibly lead to a "cure" through adjustment of instruction and appropriate interventions before the final exams. The Visiting Team is confident the school is on this path. Care must be taken to keep the focus on student learning and make adjustments to improve student performance rather than excuses as to why performance was not better.

c) To what extent does the leadership provide skillful stewardship by ensuring management of the organization, operations, and allocation and use of resources at the school for a safe, efficient, and effective learning environment which aligns with the school goals, DRSLs, and school improvement?

The school leadership provides skillful stewardship that aligns with the school goals, DRSLs, and school improvement. The leadership is respected and trusted by the stakeholder groups to make decisions regarding the allocation of resources in order to create an effective learning environment.

d) To what extent does the school leadership empower the entire school community and encourage commitment, participation, collaboration, and shared responsibility for student learning through meaningful roles in the decision-making process?

The school leadership is fully committed to the inclusion of all stakeholder groups in order to create a sense of shared responsibility for student learning through meaningful roles in the decision-making process. Parents and department chairs have been empowered to participate in that decision-making process. The school leadership is encouraged to implement the collaborative model and expand the participation of classified employees, teachers, parents, and community members in the school improvement process.

e) To what extent has the school established a formal system through which each student has an adult staff member who knows the student well and assists the student in achieving the school-wide expectations for student learning?

Snow Canyon has made great strides in recognizing individual students. However, there does not appear to be a formal system to make each student well-known by a staff member other than the traditional comprehensive guidance and teacher/student relationships. The school is encouraged to continue work toward Professional Learning Communities, where student advocacy is vital. Development of a system-wide pyramid of interventions is strongly encouraged.

School Services:

This standard is dealt with in the school's NAAS Annual Report, which requires specific responses and information regarding student support services, guidance services, health services, library information services, special education services, and family and community services.

Facilities and Finances:

This standard is addressed in the school's annual report to NAAS, which requires specific responses regarding the physical plant, finances, audit of school records, advertising, etc.

CHAPTER 4: NAAS SCHOOL IMPROVEMENT STANDARD

Culture of Continual Improvement:

a) To what extent has the school developed and implemented a comprehensive school improvement plan using Collaborating for Student Achievement, the Utah accreditation/school improvement process, that is reviewed and revised on an ongoing basis?

Snow Canyon High School has done an outstanding job of developing and implementing a comprehensive school improvement plan using Collaborating for Student Achievement. The Visiting Team found the faculty and staff to be very involved in and excited about the process of accreditation and school improvement. They seem to be anxious to continue to use their plan to continue the growth they have made.

b) To what extent does the school build skills and the capacity for improvement through an aligned and ongoing professional development plan focused on the school's goals for improvement?

Snow Canyon High School faculty members clearly have a commitment to professional development. Faculty members meet each Tuesday for an hour to receive training and discuss best practices. Administrators support and encourage the staff to take advantage of subject-area workshops and in-service opportunities offered by district, state, and national sources. New teachers are supported through the EYE and work with the school's staff developer. Teachers participate in ongoing district-wide training to learn about and develop professional learning communities.

The school's organizational system supports professional development. However, it is suggested that staff development goals become more focused on the mission of Snow Canyon High School. All stakeholders have a strong commitment to school improvement. They would like to have professional development tie directly to school goals. More effort needs to be made to ensure new skills or knowledge gained through professional growth activities will effectively further the mission of the school.

c) To what extent is the new/revised school-wide action plan adequate in addressing the critical areas for follow-up and is there sufficient commitment to the action plan, school-wide and system-wide?

The new/revised school-wide action plan for Snow Canyon High School is an important starting point for school improvement. The Visiting Team would like to recommend that it be reviewed and revised, with attention given to making sure

that it focuses on the mission of the school. These goals seem to be broad and program based. Focus should be on measurable goals.

d) To what extent does the school create conditions that support productive change and continuous improvement?

It is evident that the school administration actively supports individual and staff opportunities for teacher development. It is clear to members of the Visiting Team that Snow Canyon High School provides a positive and nurturing culture for both students and teachers. A recommendation from the Visiting Team would be to continue to clarify school goals and pursue that staff development, which will result in an increase of student learning in specific goal areas. Many good staff development opportunities are available, and the school should be sure to pursue those that will accomplish the mission of Snow Canyon High School.

e) What significant progress has been made in implementing the original action plan since the last full visit?

The Visiting Team observed computer technology being used throughout the school. Projectors and Smart Boards are available to teachers and students. Students were observed using technology as a vehicle for their learning.

Progress has been made in the plan to create department portfolios showing that Core Curriculum standards are implemented and DRSLs are addressed. The Power Standards are evidence that this has been taking place.

f) What significant progress has the school made in addressing the **major** recommendations of the previous Visiting Team and/or review team?

Significant progress has been made in addressing the recommendation that the school-wide action plan must be enhanced to include revision of mission, beliefs, and DRSLs for alignment. The community and classified staff were included in the focus groups, as was recommended. Power Standards have been identified to address the issue of school-wide assessment systems with standards and indicators. The development of assessments must be an ongoing focus for this group. The school profile document was well done in many ways. It needs to have important data included that was missed (as addressed above). Data should be included to show which students are not learning, and that would benefit from additional time and support.

CHAPTER 5: COMMUNITY BUILDING

a) To what extent does the school foster community building and working relationships within the school?

The school's faculty members seem to "gel" with each other, as well as with the administration. The administration is supportive of the teachers and students, as well as the parents in the community outside of school. Because of the cohesive relationship that exists among the teachers and administration, students also feel as if they have a voice within the school community. Students are comfortable in the class setting, able to converse with the teachers and express themselves.

This school does seem to be the center of the community. There is a strong sense of loyalty within the school and without, as shown through parental involvement and student participation in extracurricular activities, clubs, community service, etc.

b) To what extent does the school extend the school community through collaborative networks that support student learning?

Snow Canyon High does take opportunity to get students into the community through several projects of service. Based on focus group discussion, community service is a large part of Snow Canyon's culture and tradition.

Increased effort should be made toward connecting with the business community and/or other services that could provide important life skills learning.

c) To what extent has the school engaged the school community in a collaborative self-study process on behalf of students?

Snow Canyon has done a fantastic job of creating focus groups. Every group of the school's community (including parents) has been incorporated into the focus group. The school should continue meeting in these groups for the purpose of self-study on behalf of the students.

d) How are results of school improvement identified, documented, used, and communicated to **all** stakeholders?

The results have been identified through graphs, survey results, sharing of experiences, etc.

The process of gathering this type of data should be examined. There was not sufficient information to utilize in a productive way. Information was not communicated well to all stakeholders. Many were unfamiliar with the self-study improvement plan.

CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM

Commendations:

- The Visiting Team commends Snow Canyon High School for its commitment to the process of "Collaborating for Student Achievement." All stakeholder groups were included in the process, and their voices were heard. A strong effort for collaboration on behalf of students is evident through the implementation of the Professional Learning Communities model.
- Snow Canyon has an extremely positive school climate. Students are happy and communicative. Parents trust the school and are pleased with the programs and staff. Teachers, administrators, and support staff work together on behalf of the entire school community. A strong sense of pride in the school, as well as a concerted effort to continue the tradition of exhibiting high character traits, is evident.
- The Visiting Team commends the school for its efforts to revise the mission, beliefs, and desired results for student learning to better reflect the values and goals of the school.
- Snow Canyon is commended for the variety of opportunities provided for students, including community service, special interest clubs, sports, classes, performing and visual arts, CTE, Advanced Placement, and concurrent enrollment.
- The school is commended for its leadership, not only from the administrative team but also from teacher leaders through the PLC model.

Recommendations:

- The Visiting Team recommends that the school review the school profile and work to systematically collect data to reflect who is learning and who is not learning. This should include common assessments within the curricular areas to be used to inform instructional practices, as well as to provide appropriate interventions. The profile should also be developed to indicate trends throughout the improvement cycle.
- The Visiting Team recommends the development of a system of school-wide support for individual students who are not meeting acceptable standards of

performance. The supports should be directional rather than invitational. This can be refined by following the PLC model of "Whatever It Takes," keeping learning the constant with time and support as the variables.

- The Visiting Team recommends district and school support for time for collaboration during regular contract time. Collaboration as an "add-on" can be stressful and less effective than collaboration as part of the regular contract expectations.
- The Visiting Team recommends that Snow Canyon continue with the self-study process. "Collaborating for Student Achievement" is a continuous process, not an event. The school will want to clarify expectations of the DRSLs and acceptable levels of performance. This will involve detailed answers about what the students should know and be able to do, and how the school will know when they know it. The DRSLs can then be infused into the curriculum of every class with assessments and standards for performance.